



# **The Forge Secondary Short Stay School**

**This Policy is Statutory**

**Policy Name: Special Educational Needs & Disabilities**

**Drafted: September 2025**

**Ratified by Governors:**

**Next Review Due: September 2026**

**Person Responsible: R Jordan**

**Statement of intent**

The Forge Secondary Short Stay School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND
- Encourage a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties within their former settings.

The Forge is committed to inclusion and responding to all the needs of its pupils by providing an appropriate and high-quality education for all the young people it serves.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

## 1. Aims of the policy

Our SEND policy sets out the principles and procedures for the education of pupils with special educational needs at The Forge Secondary Short Stay School.

The Forge provides an education for pupils in Key Stage 3 and Key Stage 4 who have been permanently excluded from mainstream settings in Worcestershire. Many of the pupils have Special Educational Needs (SEN) with the higher proportion being for Social, Emotional and Mental Health Needs (SEMH).

We believe that all young people, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, helping to equip them for adult life with their wellbeing being at the forefront of the provision provided. The Forge will:

- Work within the guidance provided within the SEND Code of Practice, January 2016
- To work in cooperative and productive partnerships with the Local Authority, mainstream settings and other outside agencies. To ensure there is a multi-professional approach to meeting the needs of all our learners with SEND.
- To make reasonable modifications for those with a disability by taking action to increase access to the curriculum and to the environment.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that which is provided within the differentiated curriculum.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and strong partnerships.
- To make reasonable adjustments for Year 11 pupils during their exams.
- To ensure a high level of staff expertise which is supporting meeting the needs of the pupils, through well-targeted professional development.

If parents/carers require further information about the provision for SEND in the school, please talk to the form tutor or contact the Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs. R Jordan

## 2. Definition of Special Educational Needs and Disability (SEND)

The Forge uses the definition for SEND and Disability from the SEND Code of practice (2015). This document states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has:

- a learning difficulty or disability which calls for special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream settings.

### **3. Identifying pupils with SEND and assessing their needs**

The SEND Code of Practice January 2015 suggests that pupils are only identified as having a special educational need (SEND) when their learning difficulty or disability calls for special educational provision different from, or additional to, that normally available to pupils of the same age. The Forge has a clear approach to identifying and responding to SEND. The Forge recognises that early identification and effective provision improves long-term outcomes for the pupils.

Prospective pupils attend an induction meeting led by the SENDCo and engagement officer for the Local Authority with parents/carers. This meeting is pivotal in discussing any SEND needs and how previous settings may have supported their child. Along with sharing any parental concerns and wishes for the future. Once pupils have been enrolled into The Forge, all pupils will complete baseline assessments which will help identify educational needs and areas for support and potential interventions. Assessments are online testing to establish Maths and English levels as well as reading age. In addition to baseline academic testing in key subjects, pupils complete Cognitive Abilities Test (CAT4). This test assesses the main types of reasoning ability, measuring verbal, non-verbal, quantitative and spatial reasoning. There will also be opportunities to consider social and emotional needs and to discuss wellbeing issues.

Information is subsequently shared with staff, and the pupil is assigned to a form group. The Forge will try to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' the provision provided within the differentiated curriculum. To better respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional, mental health
- Sensory/physical

Classroom teachers will conduct regular progress assessments, with the aim of identifying pupils who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class

- The attainment gap is widened by the plateauing of progress

All staff will work together to identify any additional help pupils require by:

- Staff completing SEND identification forms which they will share with the SENCo.
- Communicating closely with local schools for Permanent (PX) pupils, to ensure that all relevant information and data is effectively shared and informs provision to best meet the needs of the pupil.
- Listening to concerns raised by pupils, parents/carers, external agencies, teachers, teaching assistants regarding a pupil's level of progress or inclusion
- Identifying through observations that a pupil needs extra support

#### **4. What should a parent/carer do if they think their child may have special educational needs?**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child. The headteacher and the SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupils, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

If parents/carers do have concerns relating to their child's learning, then these should be raised with their child's form tutor or SENDCo, Mrs. R Jordan, who can be contacted on 01527 597936 or via email [rjordan@theforge.worcs.sch.uk](mailto:rjordan@theforge.worcs.sch.uk).

#### **5. Graduated Response**

Once a pupil with SEND has been identified, the school will employ a graduated response to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupils' parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

- Implementing the interventions, with the support of the SENDCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

We offer pupils an adjusted mode of curriculum, this is known as the links programme. A link is a mode of curriculum delivered to support our pupils who are in transitional phases. Some of our pupils endure significant anxiety levels and find it very difficult to access the school at its busier times. Some of our pupils have unfortunately had a substantial amount of time absent from any educational establishment through no fault of their own. Therefore, sessions are available to support pupils on 1:1 basis until they begin to feel more comfortable around others or secure with their learning. The pupils will then have a gradual entry into the school and into their form groups. During these 1:1 session, pupils will work alongside key adults. Creating the opportunity to build positive connections.

Pupils' attainment is tracked and used to inform teaching and might form the basis for more targeted intervention. Discussions are held between class/subject teacher, form tutor, and the SENDCo. If there is a concern about a child who is currently being looked after, the designated lead will also be involved in these discussions. Where it is decided during these discussions that special educational provision is required to support progression in pupil learning, parents/ carers will be informed of how this will be implemented.

When providing support that is 'additional to' or 'different from' we follow the 'Graduated Approach' for supporting children with SEND. Through the '**assess, plan, do review**' cycle we ensure we are identifying the best way of ensuring we meet the needs of all of our learners.

**Assess-** Raw data on the pupil held by the school (could be from previous setting or current setting) will be collated by class/ subject teacher, SENDCo to make an accurate assessment of the pupil's needs. Identifying the barriers to learning or identifying the key area of need.

**Plan-** If review of the action taken indicates 'additional to and different from' provisions needed to support the pupil to achieve. Then the views of all, including the young person and parents will be gathered and appropriate evidence-based strategies will be carefully planned to scaffold the pupil learning. This may be accessible through interventions/ curriculum adaptations/ timetable amendments or additional support in and out of the classroom. At times it may be necessary for a pupil to work 1:1 and this is something we facilitate.

**Do-** The above SEND support is implemented, recorded and monitored over a set period. A date will be made for reviewing the attainment.

**Review-** involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCO – contribute to this review. This stage then informs the next cycle, if necessary.

Some pupils who attend The Forge whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own

resources; a request will be made to the Local Authority to lead an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being put in place.

The school will meet its duty to respond to any request for information relating to statutory assessment within six weeks of receipt. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Detailed assessments will identify the full range of the individual's needs, not just the primary need. Where possible, pupils' needs will be defined under the 'SEND code of practice: 0-25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists

- Learning Support Service
- Worcestershire Dyslexia Pathway
- Umbrella Team Worcester (CCN)
- Hearing Impairment Team
- Visual Impairment Team
- Community Paediatrics
- Educational Psychologist Service
- Educational Welfare Officer
- Physical and Disability Support Service
- Social Care/ Stronger Families
- School Nurse or GP
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language

## **6. How are adaptations made to the curriculum for pupils with SEND?**

At The Forge, differentiation is critical to providing quality first teaching that caters for all children. The curriculum is adapted to accommodate for and develop all children with SEND. We have developed a map which states the provision that is available for pupils in each of the different areas of need. The provision for each need is split into 3 sections: universal, targeted, specialist.

Our staff provide quality first teaching that supports all pupils in the school. The curriculum may be adapted by:

- Differentiated resources and teaching styles
- Additional adult support
- Appropriate choices of text to suit the learner

Teachers are encouraged to share observations that relates to pupils requiring access arrangements for exams through demonstrating that the normal way of working has been adapted to ensure that pupils are able to feel comfortable and relaxed as best as possible in exam conditions. The SEND department will identify, with the support of other agencies and referrals from teachers, pupils who are eligible for additional support in exams through assessments.

## **7. Continuous professional development**

Through the monitoring and evaluation of our provision, the SENDCo with the Headteacher will identify any professional development needs of the staff. This will, where appropriate, be closely linked to the school development plan. Training will be provided by the SENDCo as well as external agencies, where appropriate. Training will cover both mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

Training will cover the following:

- Identifying SEND in pupils
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development
- Social communication and interaction

## **8. How will parents/carers be helped to support their child's learning?**

The Forge will have an early discussion with the pupil and their parents/carers and form an effective working relationship. These conversations are encouraged to discuss a child's SEND needs.

Various advice/support is available for parents/carers to help them with this. This can be found on the school website and the schools SEND information Report.

## **9. What support will be available for children's overall wellbeing**



The Forge offers a wide variety of pastoral support for pupils. These may include:

- Key adults assigned to pupils
- The curriculum for PSHE will focus on promoting pupil's resilience, confidence and ability to learn.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These interventions aim to support improved interaction skills, emotional resilience and wellbeing.
- When in-school intervention is not appropriate, referrals and commissioning will be used
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- The Forge is a nurturing environment with Thrive practitioners who will support pupils who require additional social and emotional support as well as targeted academic learning opportunities
- Family support and/or therapy, upon the recommendation of mental health professionals.

#### **10. Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with recommendations received from the school's nurse and parents/carers and, if appropriate, the pupils themselves.

Staff who administer medication will complete formal training in first aid. All medicine administration procedures adhere to the Local Authority Policy and Department of Education (DfE) Guidelines included within Supporting Pupils at School with Medical Conditions (DfE) 2015.

#### **11. Roles and Responsibilities**

The roles and responsibilities of school personnel regarding Special Educational Needs are given below. They are in accordance with the Special Educational Needs Code of Practice (January 2015) guidelines and school job descriptions.

##### **Governing Body:**

- To appoint a SEND Link Governor
- To check that the school is complying with its legal responsibilities
- To ask the Special Educational Needs Co-ordinator (SENCo) to report on the steps being taken to ensure compliance
- To challenge Leaders to ensure that SEND remains high on the school's agenda

##### **Headteacher:**

- Sets objectives and priorities in the school development plan, which includes SEND
- Has an overview of the day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources

- Informs the Governing body of SEND provision.

### **Special Educational Needs Co-ordinator**

- Collaborate with the governing board and headteacher as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Write the SEND Information report
- Coordinate the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaise with a range of outside agencies who can offer advice and support to staff to support pupils.
- Communicate with parents regularly providing updates on their child's provision and updates on referrals.
- Monitor the progress and effectiveness of the provision with the quality of education lead.
- Support parents completing any referral documents.
- Provide professional guidance to colleagues
- Provide up-to-date information on pupils and any diagnosis. Any reports from external agencies or clinic letters.
- Support teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.
- Provide training opportunities for whole school training to ensure that all staff are confident in meeting the needs of pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Arrange the deployment of additional staff in lessons supporting pupils in their lessons.
- Attends SENDCo Network Meetings
- Work alongside the Exams Officer to apply for necessary access arrangements for examinations for pupils
- Manage resources
- Manage individual plans linked to pupils with SEND
- Monitors and evaluates special needs provision and reports to the Head Teacher, Deputy Head Teacher and governing body on the progress of SEND.
- Raise awareness of SEND issues throughout the school
- Undertakes reviews connected to Education, Health and Care Plans.

### **The class/subject teacher is responsible for:**

- Checking on the progress of your child (baseline assessments) and identifying, planning and delivering any additional help your child may need (targeted work or additional support) and keeping the SENDCo updated.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil with SEND achieving. This to be implemented through personalised teaching and learning for your child as identified.
- Ensuring that the school's SEND policy is implemented in their classroom and for all the pupils they teach with any SEND.

## 12. Supporting families

Local Offer: Worcestershire County Council, with partners, has developed a 'local offer' which allows families to easily find in one place services available in the local area for children and young people with additional needs and disabilities. This 'local offer' consists of a website that pulls in information about relevant organisations, services, schools and settings. It allows you to search for what is close by or for services that support a particular need. This 'Local Offer' Website can be found at <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

The local offer links to the other Worcestershire County Council information sites which contain details about a range of services for children and young people [www.worcestershire.gov.uk](http://www.worcestershire.gov.uk). The 'local offer' website [www.worcestershirelocaloffer.org.uk](http://www.worcestershirelocaloffer.org.uk) pulls in information about services, groups and providers including information from their Facebook and Yelp accounts. This means that all the information is independent and allows organisations and services to update their own details.

In developing and reviewing the local offer, the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.
- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, it is important that the information is up-to-date.

## 13. Complaints about SEN provision

If parents/carers have a complaint concerning the provision for their child, they should discuss this with the form tutor. If this proves unsuccessful, the matter should be referred to

the SENDCo and/or Head Teacher. Should the matter still be unresolved, the parents/carers should contact the 'responsible person' on the governing body. For parents/carers who are unhappy with the school responses to their child's SEND, parents may seek mediation from the regional mediation services. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the school's decisions about your child's special educational needs. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that The Forge has discriminated against their children. You can also appeal to the tribunal if the school has discriminated against your disabled child. Parents/carers can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEND  
SENDIASS: [www.worcestershire.gov.uk/sendiaass/sendiaass-support](http://www.worcestershire.gov.uk/sendiaass/sendiaass-support)

#### **Contact details for raising concerns**

SENDCo: [rjordan@theforge.worcs.sch.uk](mailto:rjordan@theforge.worcs.sch.uk)

Headteacher [dsmith@theforge.worcs.sch.uk](mailto:dsmith@theforge.worcs.sch.uk)

#### **14. Publishing information**

The school will publish information on our website about the implementation of the SEND policy and the SEND information Report. The information published will be updated annually and any changes to the information occurring during the year will be updated.

#### **15. Monitoring and Review**

The policy is reviewed on an annual basis by the head of school in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is September 2026.